

**Claims** I claim:

1. In an educational device of the type comprising a flipbook or other means for illustrating the structure of written words, the improvement wherein said educational device, and the methodology for using same, highlights orthographic patterns utilized within an alphabetic language and teaches the relationships of alphabetic letters within said orthographic patterns.
2. The educational device of claim 1 wherein a flipbook is provided, comprising a backing board, bindings, attachment receptacles, attachment rods, sets of pages, index tabs for said pages within said sets, and single pages.
3. The educational device of claim 1 wherein said backing board is a structure having front and back sides and top, bottom, left, and right edges, when viewed from the front, said backing board being sufficiently rigid to have bindings, for instance spiral bindings, and attachment receptacles mounted thereon for the attachment of other elements of said educational device, said bindings pivotably attaching said sets of pages so that said pages can be rotated about said bindings from one side of said backing board to the other side, for instance front to back, so as to reveal others of said pages within said sets of pages in flipbook fashion, said pages having an individual letter or letter cluster imprinted on the face thereof, with said corresponding index tabs on said pages, said sets of pages being disposed on said backing board so as to display said letters or said letter clusters shown on said pages in a readable fashion, thereby forming a single-syllable word or syllable.
4. The educational device in claim 1 wherein:
  - the set of pages, having initial consonant blends imprinted thereon, being pivotably attached to said binding on said left edge of said backing board, said pages being of sufficient length to cover the set of pages with initial consonants and initial consonant digraphs imprinted thereon, when said initial consonant blend pages are rotated about said binding to the front of said backing board;
  - the set of pages, having final consonant blends imprinted thereon, being pivotably attached to said binding on said right edge of said backing board, said pages being of sufficient length to cover the set of pages with final consonants and final

consonant digraphs imprinted thereon when said final consonant blend pages are rotated about said binding to the front of said backing board;

- said sets of pages with said initial consonants and said initial consonant digraphs imprinted thereon, hereafter referred to as initial consonant pages, and with said final consonants and said final consonant digraphs imprinted thereon, hereafter referred to as final consonant pages, are disposed on said backing board in positions which flank the set of pages with the subsets of single vowels, *r*-controlled vowels, and vowel teams imprinted thereon, hereafter referred to as the vowel section pages, said initial consonant pages, said vowel section pages, and said final consonant pages, respectively, being pivotably attached to said bindings at said top of said backing board, whereby said vowel section is sandwiched between said initial consonant pages and said final consonant pages, yet said pages within each of said three groups of pages can be rotated about said bindings independently, in flipbook fashion, thereby forming various combinations of said consonants and said vowels.

5. The educational device of claim 1 wherein said attachment receptacles hold said attachment rods of other elements of said educational device, said elements comprising the set of pages having prefixes imprinted thereon, the set of pages having suffixes imprinted thereon, the “marvelous *e*” page, and the “not so marvelous *e*” page, wherein:

- the left attachment receptacle, being a female flange which can be used to hold the attachment rod for said prefix pages, said rod having a plurality of holes to accommodate said binding, said binding pivotably attaching said prefix pages to said attachment rod, allowing said pages to be rotated about said binding when attached to said educational device, in flipbook fashion;
- the right attachment receptacle, being a said female flange which can be used to hold the attachment rod for said suffix pages, said rod having a plurality of holes to accommodate said binding, said binding pivotably attaching said suffix pages to said attachment rod, allowing said pages to be rotated about said binding when attached to said educational device in flipbook fashion; or

- said right receptacle being a said female flange which can be used to hold the attachment rod of the “marvelous *e*” page, said page having the “marvelous *e*” indicium imprinted thereon, said attachment rod being directly attached to the top of said page, without said binding; or
- said right receptacle being a said female flange which can be used to hold the attachment rod of the “not so marvelous *e*” page, said page having the black outline of the letter *e* imprinted thereon, said attachment rod being directly attached to said page, without said binding.

6. The educational device in claim 1 wherein a schwa page is provided, having a schwa indicium imprinted thereon, having a vertical handle attached directly to the back of said schwa page, so that said schwa page can be held above and just aft of said vowel section of said educational device, indicating that the vowel shown is unaccented, thereby representing the sound of *ǘ*, as in *love*.

7. The educational device in claim 1 wherein said letters and said letter clusters imprinted on said pages are organized into their various said sets, such that most, if not all, phonetically spelled English single-syllable words and syllables can be formed on said educational device and, with the use of said “not so marvelous *e*” page and said schwa page, many nonphonetically spelled words can not only be formed, but also be clarified and explained for students, regarding the represented sounds and orthographic relationships of alphabetic letters.

8. The educational device in claim 1 wherein the kinesthetic design of various elements is suggestive of orthographic relationships wherein:

- said initial and final consonant blend pages are imprinted with said letter clusters, thereby suggesting that the individual sounds represented by said letters should be blended together producing a unitary sound rather than a set of unblended, individual sounds;
- said initial consonant blend pages and or said final consonant blend pages, being rotated about said side-mounted bindings to the back of said backing board when

not in use, overlap and cover said initial consonant pages and or said final consonant pages when the said letter clusters imprinted thereon are utilized, thereby suggesting that the unitary form of said letter clusters supplants said initial or final consonants, fulfilling orthographic functions of said single consonants;

- that said vowel teams are said letter clusters which do not overlap and cover said single vowels, and that said consonant digraphs do not overlap and cover said single consonants thereby suggesting that these said letter clusters have different orthographic functions and relationships with single letters than said initial and final consonant blends;
- said initial and final consonant digraph pages, being found among said initial and final single consonant pages, thereby suggesting that the individual letter sounds of said consonant digraphs should not be blended together, but rather that said consonant digraphs represent a single sound, not indicated as a blended unit, but functioning as another said single consonant;
- said vowel section, including said single vowels, said *r*-controlled vowels, and said vowel teams, being positioned in the medial position, flanked respectively by said initial and final consonant pages, and by said initial and final consonant blend pages, thereby suggesting the pivotal nature of short vowels and said vowel teams within the orthographic patterns found in English single-syllable words and syllables;
- adding silent *e* pages, either said “marvelous *e*” or said “not so marvelous *e*,” being accomplished through an external attachment, thereby suggesting that the addition of silent *e* to a word can dramatically alter the sound of other said letters within a word;
- adding said prefix pages and said suffix pages being accomplished through an external attachment, thereby suggesting that said prefixes and or suffixes alter the base words formed on the main body of said instructional device, and that said prefixes and said suffixes are semi-independent units which should be memorized in unitary form.

9. The educational device of claim 1 wherein color-coding highlights both the said orthographic patterns taught and orthographic characteristics of said letters and letter clusters within said words formed on said educational device, wherein:

- said consonants are colored blue, wherein said single consonants and said consonant digraphs are imprinted on said pages in blue, and all said consonants within said initial and final consonant blends, excepting silent letters, are imprinted in blue;
- said silent letters are depicted in said black outline form, excepting “marvelous *e*,” which is depicted with an orange and white starburst design, outlined in black;
- said single vowels and said vowel teams are imprinted on their respective pages in orange, excepting the “nearly silent letters” found on some of said *r*-controlled vowel pages;
- said “nearly silent letters” are depicted using a blurred orange outline, surrounded by said black outline;
- said prefixes and said suffixes are imprinted on their respective pages in green.

10. The educational device of claim 1 wherein its form is substantially or functionally similar to, but other than a flipbook, for instance a video or animated presentation or a computer program, and or it is used to teach the orthographic patterns found in any other language having an alphabetic writing system.

11. The instructional methodology for using said educational device to teach said orthographic patterns and said relationships of alphabetic letters within English single-syllable words and syllables.

12. The instructional methodology in claim 11 wherein said color-coding, said organization of sets of said letters and letter clusters, and said kinesthetic design elements are used to facilitate students’ gaining orthographic insights regarding the structure of written words.

13. The instructional methodology in claim 11 wherein both synthetic and analytic phonics instruction is supported in an alternating inductive, deductive manner.

14. The instructional methodology in claim 11 wherein said orthographic patterns are taught in the following order, *CVC*, *CCVCC*, *CVCe*, *CV*, *VC*, *XCVC*, *V+r*, prefixes and suffixes, *CVVC*.

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